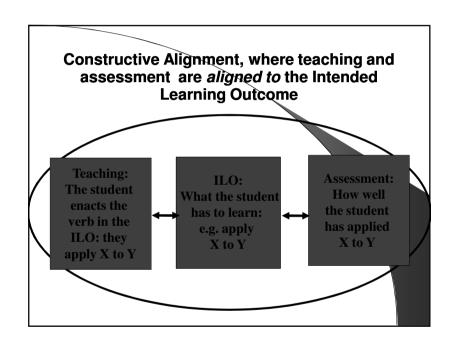
INSTITUTIONAL IMPLEMENTATION OF CONSTRUCTIVE ALIGNMENT Professor John Biggs Dr. Catherine Tang 23rd February, 2010



SYSTEMIC IMPLEMENTATION OF CONSTRUCTIVE ALIGNMENT

Although teaching takes place in individual classrooms, all are part of an institutional system at various levels.

Institutional: HEI Learning Outcomes, QA, policies and procedures reassessment especially.

Faculty: Programme ILOs, Programme design and management.

Department: Course ILOs, Course delivery, teaching, reflective practice

Institutional Level

A teaching philosophy that guides all teaching-related policies and procedures.

Centre for Academic Development to be involved in all teaching-related decisions and to operate not just to give workshops to volunteers. Conduct induction courses for new staff, students; ongoing support to teachers.

HEI Learning Outcomes helpful to tie programmes and courses to the system at large; alignment of units to programme to HEI LOs.

Institutional Level Policies

Teaching and Learning:

- Lecture not default method of teaching
- Teaching not measured in class contact hours
- Criterion-referenced Assessment.
 Norm-referencing, grading on the curve, compulsory percent of exams for final grade, discipline by deducting marks all must go.
- · Reporting in grades, not marks.

Personnel:

- Evaluation of teaching aligned to teaching philosophy.
- Systematic procedures in place for monitoring teaching effectiveness.
- Teaching rewarded on a par with research.
- Publications in teaching area acknowledged.

Faculty/Department Policies

- Leadership crucial:
- Action plan
- Everyone must know where they are going, why and how
- Teaching seen as a departmental common responsibility not just an individual one
- · Rewards for initiative in teaching

Faculty/Department

Programme management:

- Programme and course committees.
- Programme ILOs match with Gas (if applicable); Course ILOs to PILOs.
- Student/staff consultative committee.

QA/QE

- Policies based on a coherent philosophy of teaching
- Student feedback specific to course, supportive of teaching philosophy.
- Faculty assessment policies.

Faculty/Department

Teaching Support

- Teaching Learning Committee
- Staff induction, ongoing staff development opportunities
- Student induction
- Teaching portfolios
- Peer review
- Sharing sessions
- Close liaison with Academic Development Centre
- Website, Wiki. Information, on-line sharing ...
- Recognition of teaching excellence and publications
- Recognition of time for teaching development

Faculty/Department

Formative evaluation of implementation

- Evaluation at programme, unit level; from administrative, teacher and student perspectives.
- Action research: trouble-shooting, what works, what doesn't.
- External consultant: expert in both content area and in constructive alignment to carry out evaluation and to provide recommendations for future development.

References

Biggs, J. & Tang, C. (3rd Ed) (2007). Teaching for Quality Learning at University. Maidenhead: Open University Press/McGraw Hill. See especially Chapter 12